

# Our Religion Is Islam

Term\_\_\_\_ / Week: 1

## Lesson Objectives

The students will be able to:

- Identify the basic beliefs of a Muslim including belief in Allah (SWT), the Prophet (S), and the Quran.
- Recite the shahadah in Arabic and understand the translation.
- Understand that Muslims form a large global community without any distinctions to race, nationality, or color.
- Reflect on their status as an individual Muslim that is a part of the Ummah of the Prophet Muhammad (S).

## Warm-up

- Each student should receive an “Identity Card,” found on **page 3** of this lesson that they should fill out. (Note you can cut them in half or hand out the entire sheet. But make sure students only fill out the top half. Second half is for the Reflection.). If questions arise as to how to answer the questions, tell students to write what feels natural.
- Ask students to share their answers with the class.
- Write on the board different qualities students use to describe themselves. Then, make a list of the different places that students come from.
- Students will keep the cards with them until the end of class for a reflection.

## Lesson Connection

- Teacher should highlight the important information that is found in each lesson including, “We have learned,” “Do we know these words?” and the “Glossary” at the end of the book.
- Teacher should model read the first page, asking students to underline any vocabulary that is

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unfamiliar. Words should be written down and defined as the passages are read by using a two column chart in their notebooks: one column for the Arabic words, and the other for English words. Use the overhead transparency on **page 4** as a sample.

- Students should recite the shahadah out loud with the teacher. **Ask:** “Why is the shahadah such an important part of being a Muslim?”
- As you continue to read, emphasize the two Arabic words that Islam comes from, Salima and Aslama. Write them down in their vocabulary chart.
- Students should take turns to read page 5 aloud.
- Go back to the board with the different places that students come from (cities, towns, countries). Ask students to guess the Muslim world population and write their guess on the back of their Identity card. Also, which country has the largest Muslim population?
- World Muslim Population: 1.57 Billion
- Largest number of Muslims found in: Indonesia.

### Reflections

- After talking about Muslims and our beliefs, ask students if they would make any changes on their identity card. Have them fill out a new “Identity Card.” Would they be willing to label themselves as Muslim? Why or why not? Would they be willing to share their identity cards with strangers? Muslims? Non-Muslims?

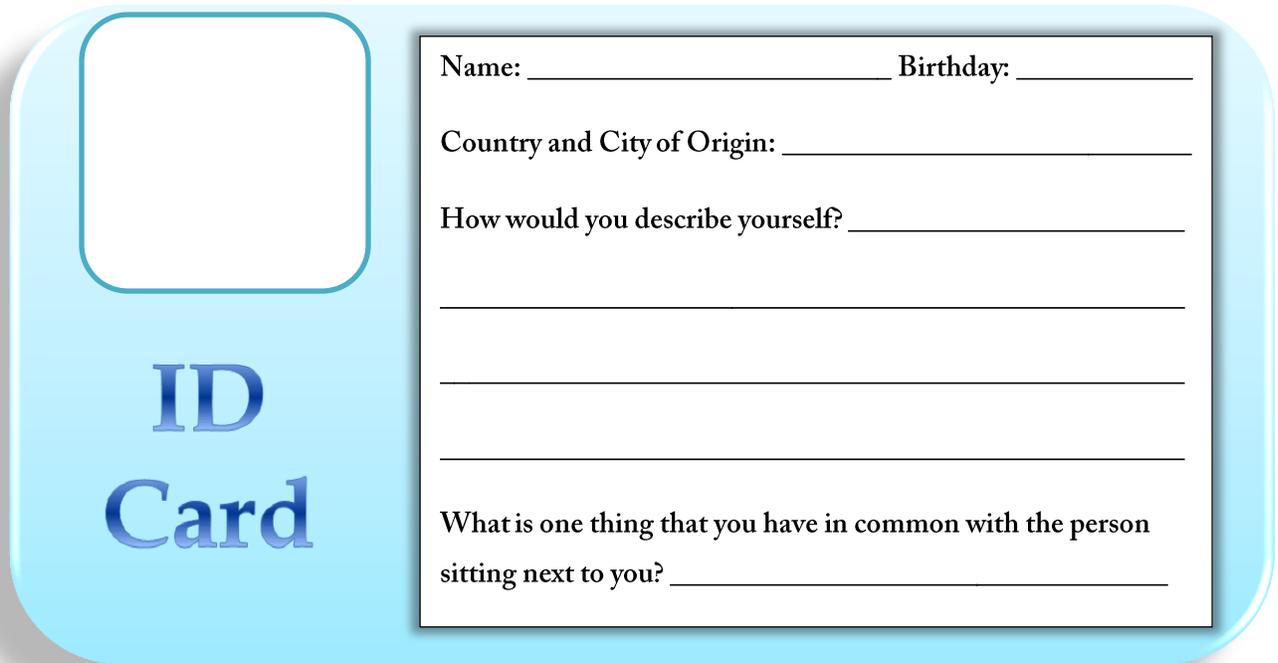
### Stretching Points

- What are the differences between *obey*, *follow*, and *believe*? Fill out the diagram on lesson plan **page 5** by giving examples from their daily lives. For example, we may follow the imam as he leads prayer; we obey the commands of Allah (SWT) to pray five times a day; we believe in ideas such as love and hope OR in people such as our parents.

### Homework

- Lesson 1 in Workbook.

# Identity Card

A light blue rounded rectangular card template. On the left side, there is a white rounded square placeholder for a photo. Below the photo placeholder, the words "ID Card" are written in a large, blue, sans-serif font. On the right side, there is a white rectangular area with a thin black border containing the following text and lines: "Name: \_\_\_\_\_ Birthday: \_\_\_\_\_", "Country and City of Origin: \_\_\_\_\_", "How would you describe yourself? \_\_\_\_\_", followed by three horizontal lines for writing, and "What is one thing that you have in common with the person sitting next to you? \_\_\_\_\_".

**ID Card**

Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Country and City of Origin: \_\_\_\_\_

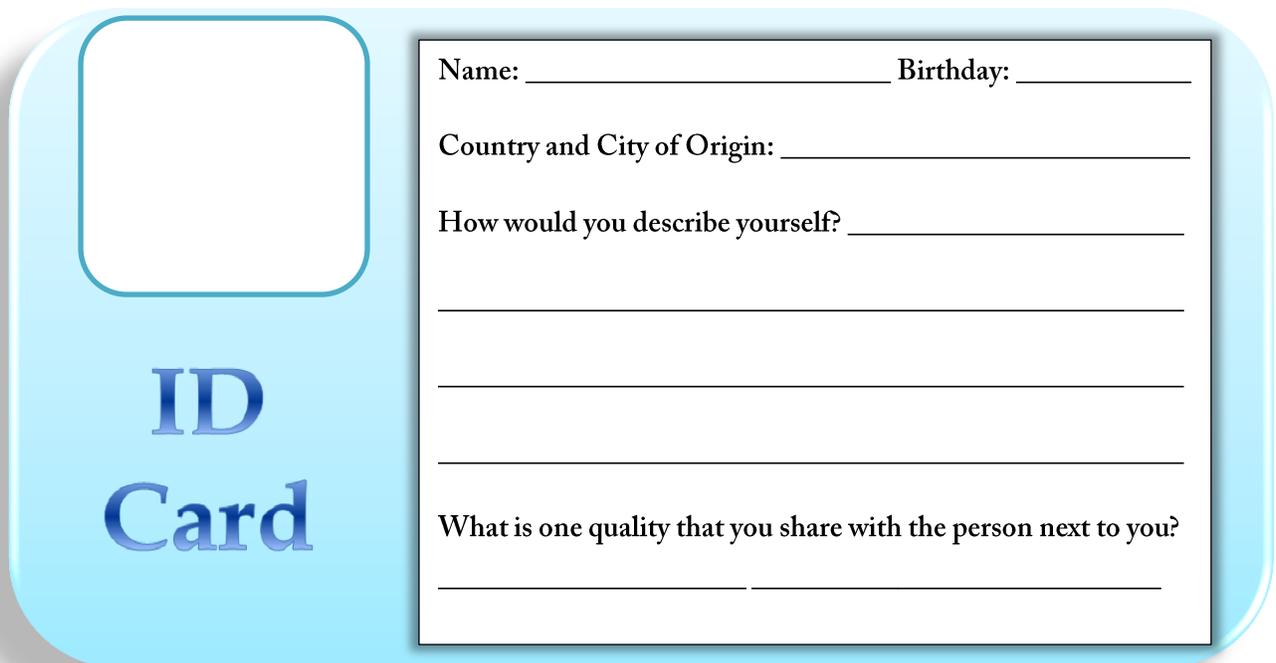
How would you describe yourself? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is one thing that you have in common with the person sitting next to you? \_\_\_\_\_

A light blue rounded rectangular card template, identical in design to the first one. It features a white photo placeholder on the left, the text "ID Card" in blue, and a white form area on the right with the following text and lines: "Name: \_\_\_\_\_ Birthday: \_\_\_\_\_", "Country and City of Origin: \_\_\_\_\_", "How would you describe yourself? \_\_\_\_\_", followed by three horizontal lines for writing, and "What is one quality that you share with the person next to you? \_\_\_\_\_".

**ID Card**

Name: \_\_\_\_\_ Birthday: \_\_\_\_\_

Country and City of Origin: \_\_\_\_\_

How would you describe yourself? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is one quality that you share with the person next to you? \_\_\_\_\_

# Vocabulary

**Lesson:** \_\_\_\_\_

**Title:** \_\_\_\_\_

## English Vocabulary

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## Arabic Vocabulary

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# Finding Out the Difference

Use the diagram below to help you define the differences between *obey*, *follow*, and *believe*. Write a sentence to define the word, and give an example of each from your daily life.

Obey means: \_\_\_\_\_

- Example:

Follow means: \_\_\_\_\_

- Example:

Believe means: \_\_\_\_\_

- Example